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ABSTRACT

The Archaeology and African Cultures program was a collaborative effort among the New York City Public Schools' Division of Curriculum and Instruction and four New York City museums. The program was designed to provide teachers of the gifted and talented with a rigourous series of seminars in the field of archaeology as well as on each museum's resources and archaeology's role in changing perceptions of African cultures and civilizations. Program objectives were to (1) provide teachers with in-depth knowledge of archaeology and African cultures; (2) encourage teachers to implement related classroom activities; (3) improve teachers' ability to teach gifted and talented students; and (4) facilitate the development of a teachers' guide to museums' archaeological resources. Thirty-two teachers attended four two-hour seminars at each museum. The program provided enrichment experiences for 32 teachers who taught lessons and offered classroom activities based on their workshop sessions. Seventy-five percent of the teachers passed the final examination. The program was not re-funded for the 1984-85 school year. Appended to this evaluation report are lists of participating schools and museum staff, a program schedule, evaluation instruments, and teacher surveys. (RDN)

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ARCHAEOLOGY AND AFRICAN CULTURES: A TEACHER ENRICHMENT PROGRAM, 1983-84

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UD 024 357

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ARCHAEOLOGY AND AFRICAN CULTURES: A TEACHER ENRICHMENT PROGRAM

EVALUATION SUMMARY, 1983-84

Archaeology and African Cultures: A Teacher Enrichment Program (A.A.C.P.) was a collaborative effort among the New York City Public Schools' Division of Curriculum and Instruction and four major New York City Museums (American Museum of Natural History, the Brooklyn Museum, the Jewish Museum, and the Metropolitan Museum of Art). A.A.C.P. was funded during 1983-84 by a grant from the National Endowment for the Humanities for $38,779 and an additional $22,733 was provided by the State Incentive Grant, bringing the total for the program to $61,512.

The program was designed to provide teachers of the gifted and talented with a rigorous series of seminars on the field of archaeology, each museum's resources and archaeology's role in changing perceptions of African cultures and civilizations. The program's four objectives were to:

- provide teachers with in-depth knowledge of archaeology and African cultures,
- encourage teachers to implement related classroom activities,
- improved teachers' ability to teach gifted and talented students, and
- facilitate the development of a teacher's guide to the museums' archaeological resources.

Thirty-two teachers attended four two-hour seminars at each of the four museums. In these seminars, museum archaeological experts highlighted the museums' resources, artifacts, exhibits, and accomplishments related to archaeology and African cultures. At the end of the seminars, two teachers developed a teacher's guide to the museums' archaeological resources and exhibits.

A.A.C.P. provided enrichment experiences for 32 teachers who taught lessons and offered classroom activities based on their workshop sessions. Even though an attitudinal survey did not show the expected gains in self-reported teaching ability, 75 percent of the teachers passed the final examination. The resource guide is well organized and is a useful tool for teachers.

A.A.C.P. was not refunded for the 1984-85 school year. The following recommendations are made for similar teacher-training programs conducted in the future.

- When possible, offer courses for in-service credit.
- Teachers need adequate time to travel to the program site. Programs may have to offer evening sessions or provide teachers with an early release on program days.

- A teacher's manual of classroom activities is highly desirable. However, teachers need a few activities for immediate use, rather than waiting until the end of the program.

- Involve experts with field experience in the particular content area as lecturers and/or resource persons.

- Provide teacher reading lists or mimeographed notes on each lecture to facilitate learning.

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I. PROGRAM DESCRIPTION

Archaeology and African Cultures: A Teacher Enrichment Program (A.A.C.P.) was a collaborative effort among the New York City Public Schools' Division of Curriculum and Instruction and four major New York City Museums (American Museum of Natural History, the Brooklyn Museum, the Jewish Museum, and the Metropolitan Museum of Art). It was staffed by the program director and a student intern. A.A.C.P. was funded by a grant from the National Endowment for the Humanities in the amount of $38,779 for the period May 1, 1983, to August 31, 1984, implemented September 1, 1983, through June 30, 1984. An additional grant of $22,733 was provided by the State Incentive Grant, bringing total program funds to $61,512.

The program was designed to provide a select group of 32 teachers (see Appendix A) working with gifted and talented students with a rigorous series of seminars on the field of archaeology, as represented by the participating museum resources, and archaeology's role in changing perceptions of African cultures and civilizations. Following an introductory meeting, participants attended a series of four, two-hour seminars at each of the four museums. The seminars were held on a weekly basis from January through May. In these seminars, museum archeological experts (see Appendix B) concentrated on highlighting the resources, artifacts, exhibits, and accomplishments of each institution related to archaeology and African a cultures (see Appendix C). At the end of the seminars, selected teachers were to develop a teachers guide to the museums' archaeological resources. The manual would highlight the distinct archaeological resources and exhibits available to teachers and students visiting each museum.

The New York City Public Schools' Minimum Teaching Essentials, Grades K-9 mandates the teaching of the development of other civilizations and the work of archaeologists, historians, and anthropologists. A.A.C.P. supplements the archaeology unit of the third, sixth, and ninth grades' social studies programs and other curriculum areas with a wide variety of classroom activities. Several activities connected with archaeology are especially aimed at the capabilities of gifted students. They include:

-- locating and interpreting documentary evidence;

-- analyzing material evidence to infer facts about the cultures being studied and to determine past historical events;

-- developing organizational and record keeping skills; and

-- offering experience in peripheral fields such as photography and writing, and using the past to formulate hypotheses about present and future social trends.

The program's objectives were:

- By June, 1984, 36 teachers of the gifted and talented would have gained in-depth knowledge of archaeology and its relationship to African cultures as a result of participating in an intensive series of seminars offered by the American Museum of Natural History, the Brooklyn Museum, the Jewish Museum, and the Metropolitan Museum of Art.

- By June, 1984, participating teachers would have implemented a minimum of four new classroom activities directly related to their museum training.

- By June, 1984, 80 percent of participating teachers would have indicated that this intense academic experience had resulted in improved ability to teach gifted and talented students.

- By August, 1984, volunteering teachers would have developed a teacher's guide to the museums' archaeological resources. The manual would highlight the distinct archaeological resources, artifacts, and exhibits available to teachers and students visiting the American Museum of Natural History, the Brooklyn Museum, the Jewish Museum, and the Metropolitan Museum of Art.

II. EVALUATION DESIGN

In order to evaluate the four objectives of A.A.C.P. (page 2), the evaluation of the A.A.C.P. had two phases. The formative phase consisted of a preliminary assessment of the effectiveness of program implementation as determined by the observations of seminars, a midyear participant survey, and a discussion with school and museum staff at a midyear evaluation session. The summative phase consisted of analyses of the school staff attitudinal survey, school staffs' attendance logs, the survey of classroom activities, school staffs' final exam scores, and review of the teacher-developed resource guide.

The evaluation focused on the extent to which the program's four objectives were achieved. The evaluation objectives are summarized below.

MIDYEAR EVALUATION:

Data from a program-developed midyear evaluation form for school and museum staffs were collected and a mid-year evaluation session was held to assess the program's strengths and weaknesses. Revisions in the program will be made based on O.E.A. recommendations. (See Appendix D, E, and F.)

KNOWLEDGE GAINS AND ATTENDANCE:

School staff will have gained knowledge of archaeology and its relationship to African cultures as measured by examinations prepared by museum seminar instructors. A minimum of 75 percent of the participants will receive passing grades (60 percent) on the examination and 75 percent will attend at least 10 seminar sessions. (See Appendix G.)

CLASSROOM ACTIVITIES:

Teachers will implement at least four new classroom activities related to their museum training. (See Appendix H.)

MUSEUM VISITS:

A list of the number of classes that have visited each museum, and the number of visits during the school year will be collected by O.E.A. (See Appendix H.)

IMPROVED ABILITY TO TEACH:

Eighty percent of the teachers will report they have improved ability to teach gifted and talented students, as measured by a program designed attitudinal survey. (See Appendix I.)

RESOURCE GUIDE:
O.E.A. will evaluate the teacher developed resource guide.

In order to carry out these objectives, the following evaluation activities were conducted.

1. The O.E.A. evaluator observed the introductory session and one museum seminar in January, 1984.

2. A midyear evaluation session was held at the Brooklyn Museum on March 28, 1984.

3. A midyear evaluation form was mailed to teachers and museum staffs in March, 1984, asking their opinions on the progress of the program, and soliciting suggestions for the remaining sessions. In addition, the teachers were asked questions concerning the impact of the A.A.C.P. on their classroom practices and students. The information on the surveys was tallied and content analyzed.

4. The extent of teachers knowledge of archaeology and its relationship to African cultures was measured by an examination developed by museum staff, the A.A.C.P. director, and the O.E.A. evaluator. The examination was mailed to all school staff in early June, 1984.

5. O.E.A. will tabulate the number of sessions attended by all teachers. Data was obtained from attendance sheets maintained by the A.A.C.P. staff.

6. In June, a survey was mailed to all teachers asking them to indicate the museums they visited and number of new A.A.C.P. related classroom lessons they taught.

7. An eight item attitudinal survey was given to the teachers on a pretest-posttest basis. This survey measured whether the A.A.C.P. had improved teachers' abilities to teach gifted and talented students. The results from matched pre- and posttests were tallied and analyzed. The pretests were administered to the teachers at either the first or second A.A.C.P. session. The posttest was mailed to the staff in June, 1984.

8. The teacher-developed museum resource guide was reviewed based on the stated objectives for the guide and teachers' suggestions for the guide.

III. EVALUATION FINDINGS

PROGRAM ACTIVITIES

Thirty-two teachers and administrators from 21 schools and one district office in seven Community School Districts (C.S.D.'s 4,5,9,13,17,28, and 29) participated in the program. Five of the districts had participated in a similar project on archaeology and African cultures during 1982-83 and chose to participate in A.A.C.P. Two additional districts were asked to participate so that the districts represented a cross-section of the population of New York City public school students. Each district made a cost-sharing commitment of $2,000 for the purchase of supplies, materials, and equipment to be used by participating teachers for their students. The teachers were chosen by their school principal; the principals selected teachers who they thought would attend the sessions and carry out the in-class activities.

The program began in January, 1984, with a two-hour orientation session for participating school staff. Following this introductory meeting, two groups of 16 teachers attended separate concurrent series of four two-hour seminars on archaeology and African cultures at each of the four participating museums. Consequently, each museum offered four seminars for two groups for a total of eight two-hour meetings. These seminars were held on a weekly basis from January, 1984, through May, 1984. In these seminars, museum archaeological experts concentrated on highlighting the resources, artifacts, exhibits, and accomplishments of each institution related to archaeology and African cultures. Although

there was some repetition of basic archaeological and anthropological concepts at the initial meeting of each museum seminar, the perspective of each institution was sufficiently different so as not to be redundant. The outline of topics covered in each session was developed by experts at each of the participating museums (see Appendices B and C).

MIDYEAR EVALUATION

This phase of the evaluation consisted of observations of two sessions by the O.E.A. evaluator, the results of the teachers' and museum staffs' midyear evaluation forms, and the March 28, 1984, midyear evaluation session held at the Brooklyn Museum.

Observations

The orientation session for all teachers was held at the central Board of Education offices on January 12, 1984. Twenty-three of the 32 participants attended. The program director presented the objectives of the program and distributed the program calendar. A 15-minute film on African art and sculpture was shown to the teachers. Next, Joseph Renzulli's Enrichment Triad Model (see Appendix J) was discussed along with suggestions for activities presented by staff from the Social Studies and the Gifted and Talented Units of the Division of Curriculum and Instruction. A presentation on inductive reasoning was presented using archaeology as the topic. A questioning technique was discussed which would yield information about artifacts and their time periods. Then, activities were suggested which utilized the questioning technique and Renzulli's Model.

The first museum session was held at the American Museum of Natural History. Both groups of teachers were scheduled on the same day. The curator and chairman of the museum's education department moderated the meeting. He introduced one of the senior instructors at the museum who would be lecturing at future sessions. The curator began by familiarizing the teachers with the services offered to teachers and school classes. He handed out many flyers and a poster describing those museum services.

The curator then explained the similarities and differences of anthropology, ethnology, social anthropology, cultural anthropology, and archaeology. Following this brief discourse, he asked the teachers to give him six objects which he then placed on the stage. He then asked the teachers to pretend they were scientists in a future age and to discuss what they would know and would not know about the people who left these articles. A lively discussion ensued with participation from a great number of the 27 teachers present. (Also, there were three staff from the Metropolitan Museum present as observers). Next, a 25 minute film on ancient Africans was shown.

The teachers' responses to both sessions were positive. They were eager to begin their training and to gain new knowledge about archaeology and African cultures.

Midyear Evaluation Forms

Eleven of 32 teacher surveys were returned and the overall response was positive and supportive of the program. (See the survey tally sheet,

Appendix K.) The teachers had a definite preference for the hands-on workshops and thought the topics and materials were relevant to their students.

At that time, only one teacher had not as yet taught a lesson based on information from the A.A.C.P. The teachers reported they had predominately integrated archaeology and African cultures into social studies, language arts, and art lessons. The teachers indicated the students seemed to enjoy the lessons. However, the teachers expressed a desire for more background information on Africa, more bibliographies, and sample lesson plans.

Two out of four museum staff surveys were returned. The staff said the teachers were responsive and positive in their participation. The museum staff noted however, that the teachers had difficulty arriving on time. (The sessions were scheduled for 3:45 p.m., and most school staff had to travel a great distance from their schools to the museum.)

In order to improve the sessions, the museum staff suggested they be given information on the teachers (grade level, subjects taught, teachers' goals for A.A.C.P.) before the sessions began, and the staff from the four museums could then work out the course sequence more clearly.

Midyear Evaluation Session

The midyear evaluation session was held at the Brooklyn Museum on March 28, 1984. The meeting proceeded as follows:

- O.E.A. evaluator elicited comments from school and museum staff on the implementation of A.A.C.P.
- One of the teachers made a presentation to the group concerning the accuracy of data presented to teachers by museum staff.
- The Brooklyn Museum staff made the scheduled presentation on Nubia and Egypt.

According to the project's proposal, O.E.A. was responsible for the assessment of the strengths and weaknesses of the program through a group discussion and evaluation forms. Revisions in the program were to be made based on O.E.A.'s recommendations following the midyear meeting.

There were eleven teachers, one principal, and three museum staff members present at the midyear evaluation session. An outlined summary of selected comments and anecdotes from that session follows.

General Opening Comments From Teachers.

-- "The lecturers have a love for the subject and they know the subject well."

-- "It has been exciting."

-- "Other teachers in my school say that it is great. They are interested in the program."

-- "The lecturer on Nigeria was great, I would have liked three or four sessions with her."

Types of Lessons Taught.

-- "The children made masks. They studied the different patterns in the masks."

-- One teacher taught ethnic studies to 19 classes ranging from kindergarten to grade six. She had taught at least ten different lessons since A.A.C.P. began. Some of what she taught would have been taught anyway since she is an ethnic studies teacher. Some of the lessons involved:

- movement to drums
- African songs and poetry
- masks made by children from stories they had seen on film strips
- African necklaces made by children
- a "museum" created by children from household articles

-- "The class was given a 'restoration' exercise. The class was given parts of pictures of different artifacts and clues. They were to put the pictures together based on the clues."

-- Several teachers said it had been difficult fitting in an A.A.C.P. lesson since the citywide achievement tests were coming up and they had been concentrating on preparing the students for the tests.

-- One teacher teaches black civilization to seventh and eighth grades. She used Roots as a base for the lessons. She also said she gleaned information from A.A.C.P. to explain some of the erotic artworks of Africa, and those lessons were very successful.

-- "The students made tools from rocks and stones."

Recommendations and Comments.

-- "The lectures are good."

-- "We need teacher-oriented materials and a lesson plan format."

-- "A syllabus is needed."

-- "Teachers need to know about Africa before lesson plans are developed."

-- "Put emphasis on factual information; there is a high proportion of blacks in New York City."

-- "If I were teaching Jewish history, I would make sure I had the facts straight."

-- "Children want to know about the people first, then the technical information makes sense."

-- "The children were 'down' on going to the museum, now I'm able to give them challenging information to get them interested."

-- "We need more information on the museum and how to use it. I want to be able to teach a lesson on what to look for when the class goes to the museum and, when we get back, a lesson on what happened at the museum."

-- "We need more involvement from the museum when the students come so that they will want to come again, e.g., guided tours, artifacts that the students can touch."

-- One of the museum staff countered that they do try to get involved with the classes when they come to tour the museum in order to make the visits interesting.

When the evaluation portion of the session was over, a teacher who had extensively studied African cultures requested time to make a presentation. He pointed out many instances where incorrect or incomplete data had been given to the teachers and he presented factual evidence to back up his points. The majority of the school and museum staffs listened with interest to his presentation, although a few were annoyed that he was taking up time from the scheduled museum session. The discussion

which could have followed the presentation was curtailed in order to start the scheduled session. In a subsequent conversation with the O.E.A. evaluator, this teacher suggested that A.A.C.P. sessions include the resources of the Schomberg Library, and presentations by certain experts in African cultures who reside in the New York City area.

The findings from the midyear evaluation were presented to the A.A.C.P. director. The following suggestions for program improvement were discussed.

-- The workshops should include more hands-on sessions and specific ideas for classroom activities and lessons.

-- Local experts in the content area should be invited to participate in the workshops or be a part of a culminating activity for the teachers.

-- The staff at the museums should make a more concerted effort to provide meaningful and interesting experiences for the school children visiting their museums.

A.A.C.P. staff did not meet with the museum staffs to discuss the suggestion of adding more hands-on sessions. Consequently, the museums kept to their planned schedules. The possibility was discussed, however, of having presentations by local experts, but only one museum was willing to give up a session to provide time for the local experts. That particular session, however, was one that the teachers did not want to exclude. In addition, the A.A.C.P. budget could not cover stipend monies for the teachers to attend an extra session, plus the cost of the experts' stipends. The museum staffs responded positively to the third suggestion, and said they would definitely plan more activities to interest and motivate the school children visiting their museums.

KNOWLEDGE GAINS AND ATTENDANCE

Final Examination

The final examination (Appendix G) was mailed to all 32 participants.

Twenty-three exams were returned. The teachers received scores ranging from 44 percent to 94 percent. The mean score was 73 percent and the median score was 72 percent. The program's objective was reached since 75 percent of the teachers received a passing score (60 percent or above).

Attendance

Thirty-two teachers and administrators from twenty-one schools and one district office participated in the program. The number of sessions attended ranged from three to 16. The average number of sessions attended was 11. The attendance objective was not met since fewer than 75 percent of the teachers attended 10 or more sessions. Sixty-nine percent of the 32 teachers attended at least ten of the 16 sessions. However, of the twenty-three teachers who returned the final exam, 78 percent had attended more than ten sessions.

CLASSROOM ACTIVITIES

Surveys were returned by 15 teachers, three cluster teachers, one resource specialist and one principal. Of the 15 participants who were teaching gifted and talented students during the current term and attended more than four sessions, only two did not teach the four required lessons. Thirteen teachers taught at least four lessons, 8 taught more than four lessons, and two taught more than ten lessons each. The total of 67 lessons taught are categorized below:

Number of Lessons (N=67)	Lessons
37 (55%)	Ancient people, languages, cultures
11 (17%)	Archaeological digs
8 (12%)	Reconstruction/construction activities
11 (16%)	Other activities

MUSEUM VISITS

Twenty-one of the 32 participants responded to the mail survey -- 15 teachers, three cluster teachers, one resource specialist, and one principal. They were from six of the seven participating districts. Of the teachers and cluster teachers, 15 taught kindergarten through sixth grade and the other three taught seventh to ninth grade.

The most frequently visited museums were the American Musuem of Natural History (A.M.N.H.) and the Metropolitan Museum of Art (M.M.). The number of teachers and the number of visits made to the museums are below:

Museums	Number of Teachers Visiting	Total Number of Visits
American Museum of Natural History	11	18
Metropolitan Museum	9	16
Jewish Museum	3	7
Brooklyn Museum	2	5
Other Museums (10)	10	10

Sixteen teachers responded to the questions asking for their students' two top preferences concerning museum-related activities. The teachers reported that their students who visited the museums liked the following activities best:

Number of Teachers (N=16)	Activities
8 (50%)	Observing exhibits
8 (50%)	Hands-on activities at museum
7 (44%)	Information given by museum guides
6 (38%)	Follow-up activities in the classroom

IMPROVED ABILITY TO TEACH

The teachers were given an attitudinal survey (see Appendix I) to complete at the first meeting they attended -- either the orientation session or the first session at the American Museum of Natural History. The same survey was mailed to all teachers after the last museum session. The forms were coded so that pre- and post-surveys could be matched. Sixteen matched surveys were analyzed. In order to analyze the findings, the four possible responses to the multiple-choice items were ranked from one to four, with four being the most desired or most positive response.

The first three items on the survey related to teachers' ability to teach gifted and talented students. Less than 35 percent showed a pretest to posttest gain on these questions. A.A.C.P. did not meet its objective of having 80 percent of the teachers make gains. One possible explanation for the lack of an appreciable gain in knowledge for school teachers is that the workshops may have made them more aware of how much they did not know about archaeology and African Cultures.

All of the teachers indicated that archaeological and African cultures concepts could be utilized for intergration into other subject

areas. The list below gives the subject areas which teachers indicated were appropriate for the teaching of A.A.C.P. concepts.

Subject Area	Number of Teachers (N=16)	
	Pretest	Posttest
Language Arts	15	15
Social Studies	16	15
Science	13	14
Mathematics	8	12
Interdisciplinary	8	11
Others (Music, Drama, Art, Dance, Humanities, Games, Logical Thinking)	9	11

RESOURCE GUIDE

The A.A.C.P. staff selected two teachers to develop and produce the teacher's resource guide. The criteria used to select the teachers were: good attendance at the sessions, experience in writing curriculum, and experience in teaching archaeology or African cultures. Two teachers were selected from three volunteers.

The guide was organized into three main sections: Introducing Africa and Archaeology, Search for the Past (primarily on archaeological techniques and findings) and Lands of the Nile. The teachers gathered information from the museums pertaining to these specific areas. Then, one teacher wrote a historical background for each section while the other teacher wrote corresponding activities. Each section was reviewed

by the museum staff in order to validate the information and to edit each section. Each section was also submitted to the Curriculum Editorial/Production Unit of the Division of Curriculum and Instruction for editing. This unit also helped the teachers design the format and cover of the guide.

On the pre- and post-attitudinal survey, the program participants were asked to list the types of experiences (activities/materials) they believed should be included in a teacher's resource guide. The 22 participants submitted 82 suggestions which are summarized below.

Total Number Suggestions (N=82)	Suggestions
29 (35%)	Teacher-developed projects and activities to integrate museum studies into various subject areas and grade levels
15 (18%)	Hands-on and field activities in the local area
8 (10%)	Records, films, film strips, consultants
6 (7%)	Books/reading materials on Africa
24 (29%)	Others

After all comments were considered and many items incorporated, a final draft copy was produced. The draft was reviewed by A.A.C.P. staff, the museum staffs, the O.E.A. evaluator, and members of Division of Curriculum and Instruction Units. The guide appears to be a useful tool for teachers. The activities are correlated with the topic areas, and there are enough activities to provide teachers with choices for classroom lessons, museum visits, and field trips. The guide includes a

sample list of reading materials for each section. Even though the guide does not provide a subject listing with grade level indicators of each museum's items and resources (e.g., consultants, films), as suggested by 35 percent of the teachers, the guide can serve as a valuable aid to teachers preparing lessons on archaeology and African cultures.

IV. CONCLUSIONS AND RECOMMENDATIONS

The A.A.C.P. provided enriching experiences for 32 teachers who taught lessons and offered classroom activities based on their A.A.C.P. workshop sessions. Even though the attitudinal survey did not show the expected gains in self-reported teaching ability, and only 69 percent attended ten or more of the sixteen museum sessions; 75 percent of the school staff teachers passed the final examination and nearly all of the teachers taught four or more A.A.C.P. lessons in their classrooms. The resource guide is well organized and is a useful tool for teachers teaching archaeology and African cultures.

The A.A.C.P. was not refunded for the 1984-85 school year. However, the following recommendations are made should this program or similar teacher-training programs be conducted in the future.

- When possible, offer courses for in-service credit. Credit may motivate the acquisition of knowledge.
- Teachers need adequate time to travel to the program site. In order to do this, programs may have to offer evening sessions or provide teachers with an early release on program days.
- A teacher's manual of classroom activities is highly desirable. However, teachers need a few activities for immediate use, rather than waiting until the end of the program.
- Since there were several teachers who were concerned about receiving factual information and one teacher who refuted some of the lecturers' information with facts and corraborating evidence, an effort should be made to involve experts with field experience in the particular content area as lecturers and/or resource persons.
- The teachers should be given reading lists or mimeographed notes on each lecture to facilitate learning.

APPENDIX A

LIST OF PARTICIPATING SCHOOLS

Districts	Schools	Number of Participants
4	P.S. 117 TAG	4
5	P.S. 125	2
	P.S. 129	1
9	C.I.S. 148	1
	C.E.S. 229	1
	C.I.S. 166	2
	DISTRICT OFFICE	1
13	P.S. 20	1
	P.S. 46	1
	P.S. 46 Satellite III	1
	P.S. 307	1
	J.H.S. 294	1
17	P.S. 316	1
28	P.S. 40	1
	P.S. 140	3
	P.S. 150	1
	P.S. 196	1
	P.S. 220	1
29	P.S. 95	1
	I.S. 59	2
	I.S. 192	2
	I.S. 231	2
		32 Participants

TOTALS

Elementary Schools: 15
Junior High Schools: 1
Intermediate Schools: 5

21 schools

Districts Offices: 1

22 locations

APPENDIX B

Archeaology and African Culture Program

Participating Museum Staff

American Museum of Natural History

Dr. Malcom Arth, Curator and Chairman of the Education Department
Catherine Pessino, Assistant Chairperson of the Education Department
Nathaniel Johnson, Senior Instructor, Education Department

Brooklyn Museum

Richard Frazzini, Archaeologist and Associate Curator, Department of Egyptian and Classical Art
Dr. Kathryne Andrews, Manager, School and Youth Programs, Education Department
Claudine Brown, Senior Instructor of the Education Department

Jewish Museum

Andrew Ackerman, Director of Education

Metropolitan Museum of Art

Elizabeth Flinn, Associate Museum Educator in Charge, Junior Museum
Stef Stahl, Assistant Museum Educator
Wendy Laurie Schonfeld, Lecturer and Research Assistant, Department of Primitive Art
Edith Watt, Lecturer and Staff Liaison for Educational Volunteers, Department of Primitive Art

APPENDIX C

SCHEDULE:

ARCHAEOLOGY AND AFRICAN CULTURES

SESSION #I	TOPIC	PLACE	DATE (s)
1.	Overview to Course Dr. Yvette Jackson	Room 525 110 Livingston St. Brooklyn, N.Y.	Thursday, January 12, 1984 Groups A &B
2.	Introductory Session: (a) Africa as a Culture Area (b) Goals of Archaeology &its relationship to anthropology & art history	American Museum of Natural History	Thursday, January 26, 1984 Groups A & B
3.	Methods of Archaeology	Jewish Museum	Tuesday, January 31, 1984 - Group A Wednesday, February 1, 1984 Group B
4.	Methods of Archaeology: Richard Fazzinni	Brooklyn Museum	Wednesday, February 8, 1984 Groups A & B
5.	Early Man	American Museum of Natural History	Thursday, February 16, 1984 - Group A Friday, February 17, 1984 - Group B
6.	Hunting and Gathering	American Museum of Natural History	Thursday, February 23, 1984 - Group A Friday, February 24, 1984 - Group B
7.	African Culture Through Art	Metropolitan Museum	Tuesday, February 28, 1984 Groups A &B

ARCHAEOLOGY AND AFRICAN CULTURES

ESSION	TOPIC	PLACE	DATE(s)
8.	Nigeria	Metropolitan Museum	Tuesday March 6, 1984 Groups A & B
9.	North Africa	Brooklyn Museum	Thursday, March 15, 1984 Groups A & B
10.	Culture Change	Jewish Museum	Tuesday, March 20, 1984 Group A Wednesday March 21, 1984 Group B
11.	Ancient Egypt	Metropolitan Museum	Tuesday, April 3, 1984 Groups A & B
12.	Nubia & Egypt	Brooklyn Museum	Wednesday, March 28, 1984 Groups A & B
13.	Iron Age	American Museum of Natural History	Thursday, April 12, 1984 Group A Friday, April 13, 1984 Group B
14.	Dogah and the Ivory	Metropolitan Museum	Tuesday, May 1, 1984 Group A & B

TENTATIVE SCHEDULE: INSERVICE COURSE

ARCHAEOLOGY AND AFRICAN CULTURES

SSION	TOPIC	PLACE	DATE
15.	Alphabet	Jewish Museum	Tuesday, May 8, 1984 Group A & B
16.	Wrap - Up: Methods of Teaching	Metropolitan Museum	Tuesday, May 15, 1984 Group A & B

All sessions will meet from 3:30 - 5:30 P.M.

	GROUP A		GROUP B	
	Date	Place	Date	Place
1	Thurs. Jan. 12, 1984	NYCBE	Thurs. Jan. 12, 1984	NYCBE
2	Thurs. Jan. 26, 1984	AMNH	Thurs. Jan 26, 1984	AMNH
3	Tues. Jan. 31, 1984	JM	Weds. Feb. 1, 1984	JM
4	Weds. Feb. 8, 1984	BM	Weds. Feb. 8, 1984	BM
5	Thurs. Feb. 16, 1984	AMNH	Fri. Feb. 17, 1984	AMNH
6	Thurs. Feb. 23, 1984	AMNH	Fri. Feb. 24, 1984	AMNH
7	Tues. Feb. 28, 1984	MM	Tues. Feb. 28, 1984	MM
8	Tues. Mar. 6, 1984	MM	Tues. Mar. 6, 1984	MM
9	Thurs. Mar. 15, 1984	BM	Thurs. Mar. 15. 1984	BM
10	Tues. Mar. 20, 1984	JM	Weds. Mar. 21, 1984	JM
11	Tues. Mar. 27, 1984	MM	Tues. Apr. 3, 1984	MM *
12	Weds. Mar. 28, 1984	BM	Weds. Mar. 28, 1984	BM *
13	Thurs. Apr. 12, 1984	AMNH	Fri. Apr. 13, 1984	AMNH
14	Tues. May 1, 1984	MM	Tues. May 1, 1984	MM
15	Tues. May 8, 1984	JM	Tues. May 8, 1984	JM
16	Tues. May 15, 1984	MM	Tues. May 15, 1984	MM

AMNH - AMERICAN MUSEUM OF NATURAL HISTORY
BM - BROOKLYN MUSEUM
JM - JEWISH MUSEUM
MM - METROPOLITAN MUSEUM
NYCBE - NYC BOARD OF EDUCATION

* Please note change in sequence

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May 31, 1984

MEMORANDUM

TO: Dr. Yvette Jackson, Project Director
Archaeological and African Cultures Program (A.A.C.P.)

FROM: Sharon Walker Sharon

SUBJECT: Summary of Midyear Formative Evaluation

On April, 13, 1984, I met with you and Eileen Goldblatt to discuss: 1) the results of the teachers' survey and museum staffs' survey and 2) the comments of participants at the March 28, 1984, midyear evaluation session held at the Brooklyn Museum. This memorandum summarizes our discussion.

Eleven teacher surveys were returned and the overall response was positive and supportive of the program. (See the attached survey tally sheet.) The teachers had a definite preference for the hands-on workshops and they thought the topics and materials were relevant to their students.

Only one teacher had not as yet taught a lesson based on information from the A.A.C.P. The teachers reported they had predominately integrated archaeology and African cultures into social studies, language arts, and art lessons. The teachers indicated the students seemed to enjoy the lessons. However, the teachers expressed a desire for more background information on Africa, more bibliographies, and sample lesson plans.

Only two museum staff surveys were returned. (They are attached.) The staff said the teachers were responsive and positive in their participation. The museum staff noted that the teachers had difficulty arriving on-time. (The sessions were scheduled for 3:45 p.m.; however, most teachers had to travel great distances from their schools to the museums.)

In order to improve the sessions, they suggested the museum staff be given information on the teachers (grade level, subjects taught, teacher's goals for A.A.C.P.) before the sessions began, and the staff from the four museums should work out the course sequence more clearly.

There were twelve teachers and three museum staff present at the midyear evaluation session. (See attached attendance sheet.) An outlined summary of that session follows.

GENERAL OPENING COMMENTS FROM TEACHERS

- "The lecturers have a love for the subject and they know the subject well."
- "It has been exciting."
- "Other teachers in my school say that it is great. They are interested in the program."
- "The lecturer on Nigeria was great. I would have liked three or four sessions with her."

TYPES OF LESSONS TAUGHT

- "The children made masks. They studied the different patterns in the masks."
- One teacher taught ethnic studies to 19 classes ranging from kindergarten to grade six. She has taught at least ten different lessons since A.A.C.P. began. Some of what she taught, would have been taught anyway since she is an ethnic studies teacher. Some of the lessons involved:
  - movement to drums
  - African songs and poetry
  - masks made by children from stories they had seen on film strips
  - African necklaces made by children
  - a "museum" created by children from household articles
- "The class was given a "restoration" exercise. The class was given parts of pictures of different artifacts and clues. They were to put the pictures together based on the clues."
- Several teachers said it has been difficult fitting in an A.A.C.P. lesson since the citywide test is coming up and they have been concentrating on preparing the students for the test.
- One teacher teaches black civilization to seventh and eighth graders. She used Roots as a base for the lessons. She also said she gleaned information from A.A.C.P. to explain some of the erotic artworks of Africa, and those lessons were very successful.
- "The students made tools from rocks and stones."

RECOMMENDATIONS AND COMMENTS

- "The lectures are good."
- "We need teacher oriented materials and a lesson plan format."
- "A syllabus is needed."

- "Teachers need to know about Africa before lesson plans are developed."
- "Put emplasis on factual information; there is a high proportion of blacks in N.Y.C."
- "If I were teaching Jewish history, I would make sure I had the facts straight."
- "Children want to know about the people first, then the technical information makes sense."
- "The children were "down" on going to the museum, now I'm able to give them challenging information to get them interested."
- "We need more information on the museum and how to use it. I want to be able to teach a lesson on what to look for when the class goes to the museum and when we get back, a lesson on what happened at the museum."
- "We need more involvement from the museum when the students come so that they will want to come again (e.g., guided tours, artifacts that the students can touch)."
- One of the museum staff said they try to get involved with the classes when they come to tour the museum in order to make the visits interesting.

When the evaluation portion of the session was over, a teacher who has extensively studied African cultures, requested time to make a presentation. He pointed out many instances where incorrect or incomplete data had been given to the teachers and he presented factual evidence to back up his points. In a subsequent conversation with this teacher, he suggested that A.A.C.P. sessions include the resources of the Schomberg Library, and presentations by four experts in the field who presently reside in the New York City area.

The following suggestions for program improvement were discussed with you and Ms. Goldblatt:

- The workshop session should include more hands-on sessions and specific ideas for classroom activities and lessons.
- Local experts in the content area should be invited to participate in the workshops or be a part of a culminating activity for the teachers.
- The staff at the museums should make a more concerted effort to provide meaningful and interesting experiences for the school children visiting their museums.

ARCHAEOLOGY AND AFRICAN CULTURES PROGRAM (A.A.C.P.)
MID-YEAR EVALUATION FORM

Grade Level: _____

Students are (check one):

_____ Gifted in homogeneous class
_____ Gifted in heterogeneous class
_____ Other (specify): _____

Today's Date: _____

Did you participate in the Nat. Geo. Prog. in 1982-83?

_____ yes
_____ no

Circle the number of sessions you attended at each museum.

AMNH 1 2 3
BM 1 2 3
JM 1 2
MM 1 2 3

RATING OF WORKSHOPS

1. Please rate these items about the workshops according to the following categories:

		Excellent	Good	Fair	Poor	Inadequate
1. Formal lecture	1.	___	___	___	___	___
2. Hands-on workshop	2.	___	___	___	___	___
3. Audio-visual materials	3.	___	___	___	___	___
4. Time allocated for each of the topics covered	4.	___	___	___	___	___
5. Presentations' impact on my current teaching practices.	5.	___	___	___	___	___

2. Please circle the number to the right of each workshop that indicates the extent to which the presentation has been effective in improving your ability to teach archaeology and African cultures.

	Degree of Effectiveness Low				High
Introductory Session:					
1. Africa as a Culture Area Goals of Archaeology (AMNH)	1	2	3	4	5
2. Methods of Archaeology (JM)	1	2	3	4	5
3. Methods of Archaeology:Fazzinni (BM)	1	2	3	4	5
4. Early Man (AMNH)	1	2	3	4	5
5. Hunting and Gathering (AMNH)	1	2	3	4	5
6. African Culture Through Art (MM)	1	2	3	4	5
7. Nigeria (MM)	1	2	3	4	5
8. North Africa (JM)	1	2	3	4	5
9. Culture Change (JM)	1	2	3	4	5
10. Ancient Egypt (MM)	1	2	3	4	5

CLASSROOM USE

4. Please answer the following questions concerning the use of ideas and resource materials in your classroom.

A. Are the workshop topics relevant to your students' grade level? _____ yes _____ no
B. Are the materials presented relevant to your students' grade level? _____ yes _____ no
C. Approximately how many lessons have you taught using information from the workshops? _____
D. What information/ideas/resource materials have you used in your classroom?

_____ _____
_____ _____
_____ _____

E. Into which subject areas have you integrated archaeology and African cultures?

_____ Language Arts _____ Science _____ Art
_____ Mathematics _____ Social Studies _____ Music
_____ Others: _____

5. For each of the following statements, please indicate the degree to which you agree or disagree with the statement by circling the appropriate number.

	Strongly Disagree		Undecided		Strongly Agree
A. The students seemed to enjoy the lesson(s).	1	2	3	4	5
B. The lesson(s) provided students with an opportunity to interact with classmates.	1	2	3	4	5
C. The lesson(s) provide students the opportunity to express value positions.	1	2	3	4	5
D. The lesson(s) seem to have a positive impact on improving the self concept of the students.	1	2	3	4	5

SELF ASSESSMENT

6. Please rate yourself on each of the statements below, by circling your response on the scale from 1 to 5 (1=low competence, 5=high competence).

WITH RESPECT TO ARCHAEOLOGY AND AFRICAN CULTURES, CAN YOU:

	Competence Low				High
1. State short term objectives in terms of learner behavior	1	2	3	4	5
2. Write lesson plans	1	2	3	4	5
3. Design classroom activities	1	2	3	4	5
4. Locate, select, and prepare instructional resources for the students	1	2	3	4	5
5. Evaluate the progress of your students based on the lessons you presented	1	2	3	4	5

7. Where do you think you need the most assistance in instructing your students in archaeology and African cultures?

_____ _____

_____ _____

_____ _____

COMMENTS

8. What 3 aspects of the workshops do you like?

1. _____
2. _____
3. _____

9. What 3 aspects of the workshops do you dislike?

1. _____
2. _____
3. _____

10. What suggestions do you have for improving the Archaeology and African Cultures Program?

_____

_____

_____

_____

ARCHAEOLOGY AND AFRICAN CULTURES PROGRAM
MIDYEAR EVALUATION FORM
FOR MUSEUM STAFF

1. Based on your observations, how have the teachers responded to the presentations?

_____

_____

_____

_____

2. Are the teachers' reactions similar to what you anticipated their reactions would be?

_____ yes
_____ no If no, what were your expectations? _____

_____

_____

3. What information about the teachers would have been helpful to you in preparing your presentations?

_____ _____

_____ _____

_____ _____

4. Since all the workshops are interrelated and build upon each other, have the teachers been adequately prepared when coming to the presentations at your museum? Check one:

_____ adequately prepared
_____ somewhat prepared
_____ poorly prepared
_____ not at all prepared

5. How would you characterize the working relationships between your staff and the other museum staff? (Check one.)

	Excellent	Satis-factory	Needs To Be Improved
A. Preparation of workshop presentations	____	____	____
B. On-going communications about program	____	____	____
C. Other: _____	____	____	____
D. Other: _____	____	____	____

6. What changes would you like to see be made in the remaining presentations?

_____ _____

_____ _____

_____ _____

_____ _____

7. If this program is offered next year, what suggestions for program improvements do you have?

_____

_____

_____

_____

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ARCHAEOLOGY AND AFRICAN CULTURES

A Teacher Incentive Program

FINAL EXAMINATION

INSTRUCTION: Select the best answer for each question.

1. Which of the following is not a problem for African nations in iniating and controlling archaeological excavations?

   a. Lack of funds

   b. Political Instability

   c. Lack of governmental interest

   d. Lack of Trained personnel

2. Which of the following nations are involved in African archaeological excavations?

   a. Egypt, Mali, Nigeria

   b. Tameka, Ivory Coast, Mali

   c. Egypt, Jakarta, New Guinea

   d. Yemen, Kuwait, Nigeria

3. In which country would archaeologists be most likely to find such fragile materials as linen and wood?

   a. Sudan

   b. Ivory Coast

   c. Egypt

   d. Congo

4. What factor most influences the types of materials archaeologists would find in a country?

   a. Altitude

   b. Age of artifact

   c. Proximity to coastal region

   d. Dry climate

5. What group of people owned non-archaeological art in West and Central Africa?

   a. rulers

   b. communities

   c. important elders

   d. (a and c)

   e. all of the above

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6. Select the 2 forms which Royal art took in West and Central Africa.

   a. jewelry and scepters

   b. paintings and bronze plaques

   c. scepters and fabric

7. What were some of the biological characteristics which shaped the development of human society in Africa.

   a. Reduction and change in shape of canines, molars and premolars.

   b. Increase in the absolute and relative brain size

   c. Increase in the relative size of the femaral bone in comparison to the tibia bone.

   d. all of the above

   e. a and c

   f. a and b

8. The emergence of Palealithic cultural traditions of the Pleistocene come as a part of the shifting environmental conditions from:

   a. tropical forest to forest/grassland to forest/savannah

   b. forest/savannah to grassland/savannah to tropical forest

   c. tropical forest to forest/savannah to grassland/savannah

9. Match the following sites with the archaeological findings

   Sites

   Afar, Ethiopia: _____

   Taring, South Africa:_____

   Laetoli, Tanzania: _____

   Oldivai Gorge: _____

   Archaeological Findings

   a. footprints were preserved

   b. earliest australopithecine to be found in 1923

   c. location of "LUCY"

   d. discovery of paleolithic skeletons

   e. Oldowan tools

10. Which of the following was <u>not</u> an outcome of the cultural impact of Egypt on ancient Israel?

    a. cooking utensils

    b. artwork

    c. types of dwellings

    d. refinement on the basic primate pattern

11. Match the following stages in cultural evolution with the kinds of tools utilized during those stages.

    <u>Stages in Cultural Evolution</u>

    Scavenging and Gathering: _____

    Hunting & Gathering: _____

    Neolithic Hunting & Gardening: _____

    Iron Age Farming: _____

    <u>Kinds of Tools</u>

    a. retouch on flakes, microlithics, hoes, arrow points & pottery

    b. hand axes, pebble tools, scrapers, and choppers

    c. iron tools, pottery, metallurgy in general

    d. flaked cleavers, borers, knives, digging stick weights

AFRICAN AND ARCHEOLOGY

FINAL EXAM PART II

SOCIAL AND ECONOMIC STRUCTURE OF THE BAMANA:

The Bamana traditionally lived in villages of 200 to several thousand people. The people lived in circular sun dried mud brick houses. Since each father worked his tract of farmland with his sons and sometimes a younger brother and his wife or wives, it appears that people lived in nuclear family groups similar to our own rather than in the typical African extended family. Clan affiliation within the ethnic group, however, was strong. Today it is not uncommon for villages to be composed of several ethnic groups.

The Bamana's principal crops are grains, i.e., millets and sorghums. Subsidiary crops are melons, gourds and beans grown in the same ground and cotton, rice and yams grown in separate fields where greater moisture exists. While making the land yield required tremendous effort, the Bamanas produced enough food to allow some families the time to specialize in other occupations. Thus each clan was named after its specialization in farming or in trading, blacksmithing and sculpting, political leadership, praise-singing, religious divining, and teaching the Islam religion. These professions descended from the caste system of ancient Mali. And as in ancient times, farming was considered the noblest profession.

In each village, there were two types of social organizations. One such organization grouped together all children from the age of 10 years or so through adulthood by age and by sex and was called 'ton.' The other initiated men into full adulthood at approximately 40 years of age imparting to them ritual knowledge and scientific information. Much of this was related to the specifics of nature and farming techniques as well as to the mores and laws of Bamana life. These groups were called 'Dwow' and men passed through them in the following order: N'Tomo, Komo,, Nama, Kono, Tyi Wara and Kwore.

The functions of the 'Dwow' were directly tied to the welfare of the community. Their purpose was to eradicate anti-social forces, foresee the future through divination and attain prosperity through their special knowledge and communication with the spiritual world.

Each 'Dwow' had a special animal mask which was'performed' with dancing music and songs in unique ceremonies. The masks and the ceremonies of each 'Dwow' reflected the characteristics related to the particular animal and to human qualities as well.

The 'Ton' groups wore the same types of masks and performed the same dances as the 'Dwow.' However, their main function was to serve as co-operative work groups. The young men's groups farmed the land of families who did not have sufficient men or resources and the young women's groups spun, wove and did hairdressing. They performed the dances after their co-operative jobs were completed and also after harvesting.

12. Based on the given fact pattern, develop a museum class which incorporates the following themes:

When teaching the cultures of others, one should begin with familiar concepts before advancing to more foreign ones. Identify 3 ways in which Bamana traditions are similiar to our own.

1. _____

2. _____

3. _____

13. Below is a list of Bamana occupations. Please list 2 contemporary American occupations that are similar to those listed.

1. Political leadership _____ _____

2. Religious Divining _____ _____

- o -

List 3 types of organizations in our society which utilize animal symbology, in name or rank identification.

1. _____

2. _____

3. _____

CLASSROOM ACTIVITIES SURVEY

ARCHAEOLOGY AND AFRICAN CULTURES PROGRAM (A.A.C.P.)

District: _____

Grade Level: _____

Check one: _____ Teacher

_____ Cluster Teacher

_____ Supervisor/Administrator

1. Indicate the number of times your class has visited each museum this year as part of the A.A.C.P.

_____ American Museum of Natural History

_____ Brooklyn Museum

_____ Jewish Museum

_____ Metropolitan Museum

Others:

_____ _____

_____ _____

_____ _____

2. If your class visited a museum which activities did your students like best? (Check <u>two</u>)

_____ Discussion on museum prior to the visit

_____ Observing exhibits

_____ Hands-on activities at museum

_____ Information given by museum guide.

_____ Follow-up activities in the classroom

3. Briefly describe four lessons or classroom activities you have taught which were based on information from the A.A.C.P. workshops.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

4. How many other lessons or activities in your classrooms were based on A.A.C.P. workshops information? _____

New York City
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APPENDIX I

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DATE_____

ARCHAEOLOGY
and
AFRICAN CULTURES

SURVEY

1. What is your knowledge of archaeology?

___ Sufficient Knowledge___Some Knowledge____Little Knowledge___ No Knowledge

2. What is your Knowledge of African cultures?

___ Sufficient Knowledge___Some Knowledge____Little Knowledge____ No Knowledge

3. What is your feeling toward teaching archaeology & African cultures to gifted children?

___ Very confident___Confident___Somewhat confident___Not confident

4. Do you think that a program in studying archaeological concepts through an analysis of African cultures could be a benefitting feature for integration into curriculum to be taught to gifted students in your school?

___Yes,verybenefitting___ Benefitting____Somewhat benefitting___Not benefitting

5. Do you think that archaeological and African cultures concepts could be utilized for integration into subject areas?

____Yes ____No ____Not sure

If yes, check the subject areas they could be applicable to:

___Language Arts ____Science _____Interdisciplinary

___Math ____Social Studies _____Other:_____

_____

6. Do you agree that archaeological and African cultures concepts can be utilized to teach the following higher level thinking processes with gifted students?

	Strongly agree	Agree	Disagree	Not sure
a)Decision making	_____	_____	_____	_____
b)Hypothesizing	_____	_____	_____	_____
c)Research/investigation	_____	_____	_____	_____
d)Future/Creative Problem	_____	_____	_____	_____
e)Analysis	_____	_____	_____	_____
f)Synthesis	_____	_____	_____	_____
g)Evaluation	_____	_____	_____	_____

7.How many teachers of the gifted in your school/district utilize museum experiences for designing higher level thinking activities for gifted students?

____All of the teachers ____Some of the teachers ____Few of the teachers____

____None of the teachers

8. Do you think a teachers' resource guide for utilizing museum experiences for teaching archaeology and African Culture would be beneficial?

____ Very beneficial ____Beneficial ____Somewhat beneficial ___Not beneficial

If you feel it would be beneficial list what types of experiences (activities/ materials) should be included in such a teachers' resource guide.

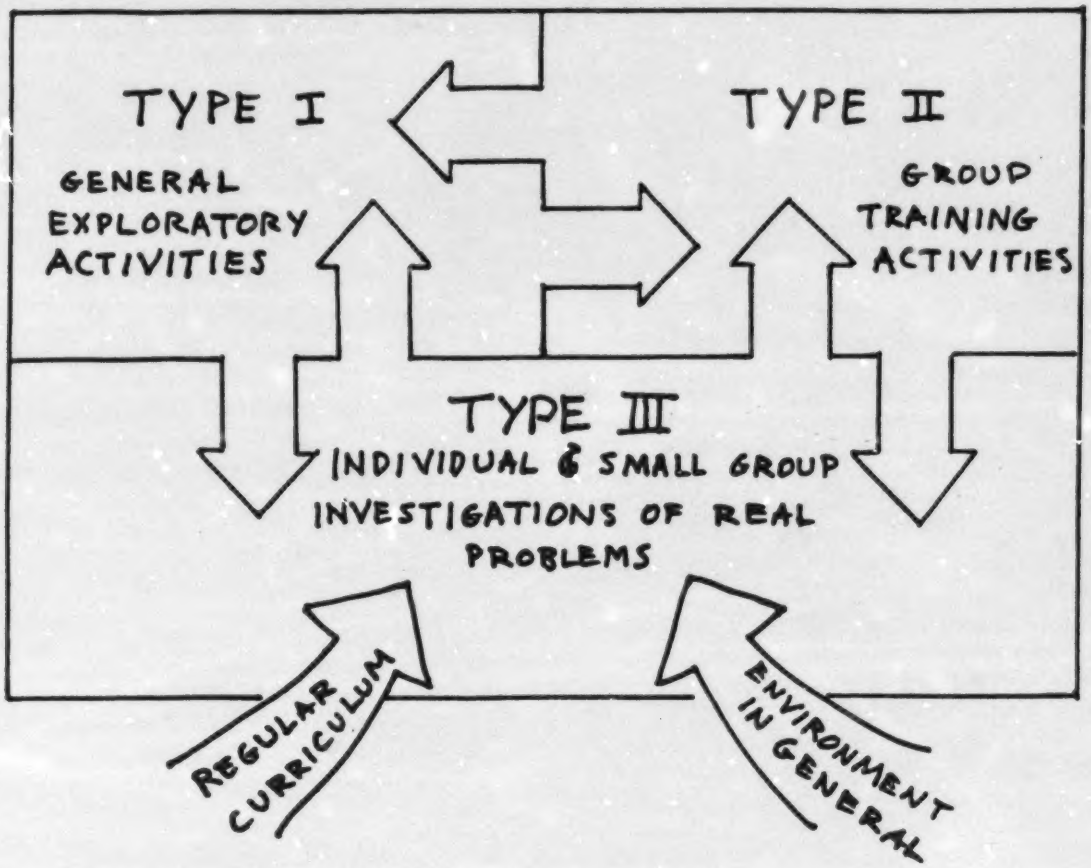
_____

_____

_____

_____

_____



THE ENRICHMENT TRIAD MODEL

TYPE I ENRICHMENT: Consists of a wide variety of experiences and activities designed to introduce students to topics or areas of study of potential interest.

TYPE II ENRICHMENT: Consists of methods, materials and instructional techniques (i.e., training exercises) intended to develop thinking and feeling processes.

TYPE III ENRICHMENT: Consists of activities in which student emulates a professional investigator in attacking a real problem or topic.

From: Joseph S. Renzulli. The Enrichment Triad Model: A Guide for Developing Defensible Programs for the Gifted and Talented. Mansfield Center, CT: Creative Learning Press, Inc., 1977.

ARCHAEOLOGY AND AFRICAN CULTURES PROGRAM (A.A.C.P.)
MID-YEAR EVALUATION FORM

Grade Level: Pre-K K-6 4 6 7 9
# of Teachers: 1 3 1 1 2 1
Supervision of K-6: 1

3 Gifted in homogeneous class
3 Gifted in heterogeneous class
6 Other (specify): Aud & Below Aud (4) mixed maturity (K-6) spec Ed. (K-6) cluster, Ethnic Studies (4-6)
1 No response

Did you participate in the Nat. Geo. Prog. in 1982-83?
0 yes
11 no

Circle the number of sessions you attended at each museum.

	1	2	3	N/A
AMNH	–	4	7	–
BM	2	6	2	1
JM	3	8	–	–
MM	3	6	1	1

RATING OF WORKSHOPS

1. Please rate these items about the workshops according to the following categories:

		Excellent	Good	Fair	Poor	Inadequate	No Response	N/A
1. Formal lecture	1.	3	7				1	
2. Hands-on workshop	2.	6	1	3		1		
3. Audio-visual materials	3.	1	2	2				
4. Time allocated for each of the topics covered	4.		4	5	1		1	
5. Presentations' impact on my current teaching practices.	5.		4	4	1		1	1

2. Please circle the number to the right of each workshop that indicates the extent to which the presentation has been effective in improving your ability to teach archaeology and African cultures.

Introductory Session:	Degree of Effectiveness Low 1	2	3	4	High 5	ABS N/R N/A
1. Africa as a Culture Area Goals of Archaeology (AMNH)	1		4	1	3	2
2. Methods of Archaeology (JM)			3	2	4	2
3. Methods of Archaeology: Fazzinni (BM)	2		1	3	3	2
4. Early Man (AMNH)			3	3	2	3
5. Hunting and Gathering (AMNH)			1	5	3	2
6. African Culture Through Art (MM)				2	6	3
7. Nigeria (MM)			1	4	3	3
8. North Africa (JM)			3		3	5
9. Culture Change (JM)			3	1	4	3
10. Ancient Egypt (MM)			3		1	7

CLASSROOM USE

4. Please answer the following questions concerning the use of ideas and resource materials in your classroom.

A. Are the workshop topics relevant to your students' grade level? 7 yes 3 no 1 N/A
B. Are the materials presented relevant to your students' grade level? 10 yes ___ no 1 N/A
C. Approximately how many lessons have you taught using information None: 1 from the workshops? Two: 3 Three: 1 Four: 3 Eight: 1 Twelve: 1 N/A: 1
D. What information/ideas/resource materials have you used in your classroom?

8 Methods of Archaeology
6 African Lang. & Culture
3 African geology
2 African Tools
9 Others

E. Into which subject areas have you integratrd archaeology and African cultures?

6 Language Arts
1 Mathematics
___ Others:
2 Science
7 Social Studies
2 N/A, N/R
6 Art
4 Music
1 Dance

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5. For each of the following statements, please indicate the degree to which you agree or disagree with the statement by circling the appropriate number.

	Strongly Disagree		Undecided		Strongly Agree	
A. The students seemed to enjoy the lesson(s).			2	5	4	
B. The lesson(s) provided students with an opportunity to interact with classmates.	1		2	5	3	
C. The lesson(s) provide students the opportunity to express value positions.		2	3	3	2	1
D. The lesson(s) seem to have a positive impact on improving the self concept of the students.		1	4	3	3	

SELF ASSESSMENT

6. Please rate yourself on each of the statements below, by circling your response on the scale from 1 to 5 (1=low competence, 5=high competence).

WITH RESPECT TO ARCHAEOLOGY AND AFRICAN CULTURES, CAN YOU:

	Competence Low			High	N/R
1. State short term objectives in terms of learner behavior	1	2	3	3	2
2. Write lesson plans	1	1	5	2	2
3. Design classroom activities	1	3	1	6	
4. Locate, select, and prepare instructional resources for the students		2	7	1	1
5. Evaluate the progress of your students based on the lessons you presented	1	1	2	7	

7. Where do you think you need the most assistance in instructing your students in archaeology and African cultures?

4 Sample Lessons
7 Bibliography
6 More backgrd info on Africa
3 Others

COMMENTS

8. What 3 aspects of the workshops do you like?

14 Seeing artifacts in Museum/Hands-on work
4 Dialogue with Colleagues
8 Lectures from experts

9. What 3 aspects of the workshops do you dislike?

5 Not enough time on each topic
5 Not enough hand-out materials/student activities/lessons
12 Others

10. What suggestions do you have for improving the Archaeology and African Cultures Program?

5 Bibliography/mimeo materials/lesson plans
3 Hands-on activities
12 Others

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